DOCUMENT RESUME

ED 319 449 JC 900 298

AUTHOR Clagett, Craig A.; Huntington, Robin B.
TITLE Community College Transfers to Maryland Four-Year Institutions. Research Brief RB90-11.
INSTITUTION Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.
PUB DATE Jun 90
NOTE 22p.
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Academic Achievement; *College Transfer Students; Community Colleges; Comparative Analysis; *Enrollment Trends; Grade Point Average; Higher Education; Majors (Students); State Surveys; State Universities; *Student Characteristics; Transfer Programs; Two Year Colleges; Two Year College Students
IDENTIFIERS *Maryland

ABSTRACT

Information gathered by the Maryland Higher Education Commission's (MHEC's) automated student tracking system is analyzed to assess the transfer rate and academic performance of Prince George's Community College (PGCC) transfers to four-year institutions in Maryland. The first section examines the number of transfers from PGCC, providing a breakdown according to which schools students transferred to; full-/part-time status; ethnicity; and field of study. In addition, transfer rates from PGCC to Maryland four-year colleges and universities are examined from fall-to-fall for the years 1980 through 1989. The next section looks at the percentage of students who transferred, indicating that, according to the MHEC database, 25% of the students who entered PGCC in 1982 as full-time students had transferred within four years, compared to 24% of the 1983 entrants and 21% of the 1984 entrants. Findings from a 1984 study conducted by the Maryland Community College Research Group and the State Board for Community Colleges are also analyzed, suggesting that 33% of the PGCC respondents reported having transferred. The next four sections looks at PGCC student performance at Maryland senior institutions in general and at the University of Maryland (UM) at College Park, UM Baltimore County, and Bowie State University. Comparative data on transfers from other community colleges are included. Findings from a 1988 graduate follow-up survey are presented next, including information on graduates' ratings of their preparation for transfer and goal achievement. After a section on reverse transfers from Maryland four-year colleges to PGCC, concluding observations raise questions about the calculation of transfer rates and other research needs. (VVC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED319449

COMMUNITY COLLEGE TRANSFERS

TO MARYLAND FOUR-YEAR INSTITUTIONS

PRINCE GEORGE'S
COMMUNITY COLLEGE

Research Brief RB90-11

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. A. Clagett

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

JC 900 298

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

prepared by the
Office of Institutional Research and Analysis
by Craig A. Clagett and Robin B. Huntington

June 1990

BEST COPY AVAILABLE

PRINCE GEORGE'S COMMUNITY COLLEGE
Office of Institutional Research and Analysis

COMMUNITY COLLEGE TRANSFERS TO MARYLAND FOUR-YEAR INSTITUTIONS

Research Brief RB90-11
June 1990

Introduction

Half of Prince George's Community College's credit students are preparing for transfer to a four-year college or university. The college has six programs designed for transfer: Arts and Sciences, Business Administration, Computer Science and Information Systems, Engineering, General Studies, and Teacher Education. In addition, students enrolled in occupational programs at the community college also transfer. How many students actually transfer from PGCC each year? How well do they do at their senior institutions? Such questions are basic to assessing the achievement of a major part of the community college mission.

HOW MANY STUDENTS TRANSFER?

Tracking student transfers among Maryland colleges and universities is facilitated by the automated data collection systems of the Maryland Higher Education Commission (formerly the State Board for Higher Education). By matching student identification numbers submitted by each campus each fall (on the Enrollment Information Systems tapes), fall-to-fall movements can be traced. For example, we can identify where all the students enrolled at PGCC in fall 1988 were enrolled in fall 1989--with the exception of those who may have transferred to a private or out-of-state school. The analysis only tracks transfers within Maryland's public higher education institutions.

The most recent transfer data available tracks the fall 1989 attendance of students enrolled at PGCC in fall 1988. The total number of fall 1988 PGCC students in the analysis was 13,311 (this differs from official PGCC figures because the state program randomly assigns students enrolled at more than one campus in the base fall term to a single institution in building the database for analysis). Forty-two percent of the students enrolled at PGCC in fall 1988 were still attending the college in fall 1989. Nine percent (1,138 students) had transferred to another Maryland public college or university. Over 85 percent of the transferring students moved to one of the campuses of the University of Maryland System. The complete breakdown follows:

Fall 1989 Enrollment of Fall 1988 PGCC Students

Still attending PGCC	5,594	42%
Transferred to:		
University of Maryland College Park	427	
University of Maryland University College	267	
Bowie State University	110	
Salisbury State University	46	
Towson State University	43	
University of Maryland Baltimore County	39	
Frostburg State University	14	
Morgan State University	11	
University of Maryland Eastern Shore	11	
University of Baltimore	9	
University of Maryland at Baltimore	8	
Saint Mary's College of Maryland	5	
Total transfers to Md. public 4-year	990	7%
Montgomery College	48	
Charles County Community College	35	
Anne Arundel Community College	27	
Howard Community College	17	
Catonsville Community College	9	
Essex Community College	5	
Frederick Community College	2	
Allegany Community College	1	
Chesapeake College	1	
Community College of Baltimore	1	
Dundalk Community College	1	
Wor-Wic Tech Community College	1	
Total to Md. community colleges	148	1%
Total transfers within Maryland public	1,138	9%
Enrolled in graduate or professional school	27	
Left Maryland system of public higher ed.	6,552	49%
Total fall 1986 PGCC students tracked	13,311	100%

Students counted as having left the Maryland system may have graduated, enrolled at a campus other than a Maryland public college or university, or left higher education. Students attending graduate or professional school (a total of 27) were not included in the transfer totals, which reflect only undergraduate enrollment.

Students enrolled full-time at PGCC in fall 1988 were more likely to be continuing their education in Maryland in fall 1989 than those enrolled part-time. Sixty-four percent of the fall 1988 PGCC full-timers were still enrolled in a Maryland public college or university in fall 1989, compared to 46 percent of the part-timers. A majority of the full-timers who transferred enrolled at the University of Maryland College Park. The most popular destination of the part-timers who transferred was the University of Maryland University College campus:

Fall 1989 Enrollment of Fall 1988 PGCC
Full- and Part-time Students

	FULL-TIME		PART-TIME	
	Number	Percent	Number	Percent
Still attending PGCC	1,765	48%	3,829	38%
Transferred to UMCP	287		140	
Transferred to UMUC	69		198	
Transferred to Bowie	45		65	
Transferred to Salisbury	38		8	
Transferred to Towson	32		11	
Transferred to UMBC	22		17	
Transferred to other Md. 4-yr	35		23	
Total transfers to Md. 4-yr	528	14%	462	5%
Transferred to comm. coll.	55	2%	93	1%
Total transfers Md. public	583	16%	555	6%
Enrolled grad/prof school	0		27	
Left Maryland system	1,299	36%	5,253	54%
Total fall 1988 PGCC tracked	3,647	100%	9,664	100%

While a majority of the part-time students at PGCC in fall 1988 were not attending any state public college or university a year later, this does not necessarily mean they have dropped out of higher education. A study of PGCC entrants in fall 1980, analyzing their PGCC attendance patterns over 16 semesters, found nearly a third exhibiting stop-in/stop-out behavior. That a student may not have been enrolled in fall 1989 does not mean he or she has abandoned his or her college career.

Analysis of the 1988-89 transfer data by race found that black students were less likely than whites to have transferred to a four-year college or university in Maryland. Ten percent of

the whites, compared to 4 percent of the blacks, had transferred over the 1988-89 period. University College was the most popular transfer school for the black students, with 32 percent of those transferring choosing UMUC. College Park was most popular with white students, enrolling 49 percent of those transferring. Blacks and whites were equally likely to have continued at the community college:

Fall 1989 Enrollment of Fall 1988 PGCC
Black and White Students

	BLACK		WHITE	
	Number	Percent	Number	Percent
Still attending PGCC	2,459	42%	2,696	42%
Transferred to UMCP	56		313	
Transferred to UMUC	83		163	
Transferred to Bowie	75		31	
Transferred to Salisbury	5		41	
Transferred to Towson	6		37	
Transferred to UMBC	9		25	
Transferred to other Md. 4-yr	29		29	
Total transfers to Md. 4-yr	263	4%	639	10%
Transferred to comm. coll.	28		101	
Total transfers Md. public	291	5%	740	11%
Enrolled grad/prof school	4		18	
Left Maryland system	3,144	53%	2,973	47%
Total fall 1988 PGCC tracked	5,898	100%	6,427	100%

Transfer Trends during the 1980s

Review of PGCC transfer activity to four-year public colleges and universities in Maryland during the 1980s found 1984-85 to be the high point, with 997 transfers, but the most recent period (1988-89) nearly matched it with 990. (Due to changes at the Maryland Higher Education Commission, this analysis was not run for 1987-88.) Though the 1988-89 transfer total was nearly the same as that attained four years earlier, the receiving college mix was different. The number of PGCC students going to College Park and Towson State were down notably, while Bowie State and Salisbury State registered substantial increases:

PGCC Transfers to Maryland Four-year Colleges and Universities from Fall-to-fall Enrollment Matrices

	80-81	81-82	82-83	83-84	84-85	85-86	86-87	88-89
UMCP	452	467	458	485	487	457	434	427
UMUC	207	237	245	269	279	223	277	267
Bowie	72	67	62	60	72	73	58	110
Salisbury	28	26	19	18	16	24	27	46
Towson	35	30	53	41	63	58	42	43
UMBC	16	20	45	41	31	38	41	39
Frostburg	14	19	20	15	14	24	26	14
UMES	7	5	5	7	10	12	8	11
Morgan	7	3	11	7	3	13	7	11
U. of Balt.	4	6	5	4	5	3	3	9
UMAB	21	10	6	5	7	11	10	8
St. Mary's	11	8	7	7	10	15	7	5
Coppin	0	0	0	2	0	1	0	0
Total	874	898	936	961	997	952	940	990

SOURCE: Maryland Higher Education Commission. Numbers represent students enrolled at PGCC the first fall who appeared on the enrollment tapes of the four-year school the following fall. Thus 452 students at PGCC in fall 1980 were enrolled at UMCP in fall 1981.

Despite these recent changes, it is clear that UMCP and UMUC remain the primary transfer schools for PGCC students. Seven of every ten transfer students continue to transfer to either the College Park or University College campuses of the University of Maryland.

Fields of Study of PGCC Transfer Students

The statewide enrollment reporting systems include program codes which identify the broad field of study of transfer students at their four-year college or university. The students' community college programs are also identified. Of the 990 PGCC students who transferred between 1988-89, 286 (or 29 percent) had been in occupational programs at the community college, confirming once again that it is not only students in transfer-oriented curricula who transfer. The most popular programs of study of the PGCC transfers at the senior institutions were general liberal arts (selected by 27 percent) and business and management (18 percent). Eight percent had not decided on a field of study. The distributions of student majors at Maryland four-year colleges and universities in 1987 and 1989 were:

Broad Field of Study at Maryland Four-year Institutions
PGCC Transfer Students, Fall 1987 and 1989

	1987	1989
General Liberal Arts	292	268
Business and Management	165	176
Undecided	87	83
Education	77	70
Social Sciences	50	64
Engineering	41	52
Communications	32	37
Public Affairs and Services	21	35
Computer/Information Systems	18	33
Psychology	21	31
Home Economics	24	29
Health Professions	30	27
Letters	12	26
Biological Sciences	21	15
Agriculture	10	14
Fine and Applied Arts	15	8
Physical Sciences	4	8
Architecture	7	6
Foreign Languages	3	4
Area Studies	0	2
Mathematical Sciences	10	2
Total at Md. 4-year	940	990

Only 25 of the 990 transfers in fall 1989 were enrolled in programs in the natural or mathematical sciences. Less than four percent were enrolled in computer and information systems curricula.

WHAT PERCENTAGE OF STUDENTS TRANSFER?

What percentage of community college students transfer to four-year colleges and universities? The MHEC fall enrollment database provided one means of estimating the overall transfer rate. The enrollment of first-time full-time community college students in three fall terms, 1982-83-84, were tracked over four years to identify continuing education at senior institutions in Maryland. The analysis was limited to students who began their college careers as full-time students at Maryland community colleges, and only identified transfers to Maryland four-year institutions. Since it used fall enrollment file data, students who transferred in a spring or summer term and did not persist in

a fall term were also missed. Students who transferred more than four years after entry were also not identified. Given these caveats, this matching procedure found 22 percent of the 1982 and 1983 entrants, and 23 percent of the 1984 entrants, had transferred to a senior institution in Maryland. Transfer rates for Prince George's were somewhat higher than these state averages for the 1982 and 1983 entering cohorts, but below the statewide rate for 1984:

Transfer Rates to Maryland Senior Colleges and Universities
Four Years After Entry as Full-time Community College Students

	1982 Entrants	1983 Entrants	1984 Entrants
Prince George's	25%	24%	21%
Anne Arundel	30%	26%	29%
Catonsville	26	28	27
Essex	23	24	27
Montgomery	26	27	29
All Maryland CC's	22%	22%	23%

(SOURCE: MHEC matches of fall EIS files.)

Another source for estimating transfer rates was the Maryland Community College Research Group/State Board for Community Colleges survey of 1984 entrants conducted in 1988. All first-time students entering a Maryland community college in fall 1984, part-time as well as full-time, were surveyed. Transfers at any time during the four-year study period to any four-year college or university, not just those in Maryland, were identified by the respondents. These advantages over the MHEC matching procedure were accompanied by a limitation due to the survey approach, namely a poor response rate. Only 18 percent of the questionnaires had been completed and returned at the time of analysis.

One third of the survey respondents, both at PGCC and statewide, reported transferring to a four-year school. White students were more likely to have transferred than black students. At PGCC, 39 percent of the whites, compared to 22 percent of the blacks, reported having taken courses at a senior institution. Statewide transfer rates were 21 percent for black students and 34 percent for whites:

Transfer Rates to Senior Institutions
Fall 1984 Entrants Surveyed in 1988

	PGCC	All Md. CC's
Black students	22%	21%
White students	39	34
All respondents	33%	33%

Because of the low response rate to the survey, response bias was a distinct possibility--respondents might differ from nonrespondents on the variables under study. In an attempt to counteract this, a weighting procedure was used (based on student gender, age, race, cumulative hours earned, cumulative grade point average, and full/part-time status) to recreate population proportions in the sample set for analysis. The overall transfer rates, based on the weighted responses, were 27 percent for PGCC and 28 percent statewide.

Does how long a student stays at the community college have any relationship to subsequent transfer? The survey of 1984 entrants suggested that the more credits earned at the community college, the higher the rate of transfer:

Transfer Rates by Cumulative Credits Earned at Community College
1984 Entrant Survey, Weighted Responses

	PGCC	All Md. CC's
0 - 11	20%	19%
12 - 23	24	24
24 - 59	35	37
60 or more	55	50
All	27%	28%

PGCC STUDENT PERFORMANCE AT MARYLAND SENIOR INSTITUTIONS

How well do PGCC transfers do at senior institutions? Data provided by the University of Maryland System last fall gave some indication in aggregate form about recent transfers. Prior to 1988, selected campuses of some Maryland four-year colleges and universities provided data at the individual student record level, permitting more detailed analysis. The next several sections summarize these reports on PGCC transfer student achievement at senior institutions in Maryland.

PGCC Transfers in the University System, Spring 1989

Most PGCC transfers go to campuses of the University of Maryland System (UMS). Data compiled by UMS staff in September 1989 described the performance of those who had recently transferred to a UMS campus. These data reported enrollment and grade point averages as of the end of Spring 1989 for all PGCC students entering a UMS campus in a given fall term. The College Park campus of the University of Maryland continued to be the most popular destination of PGCC transfer students. Data from the UMS central office revealed a sharp decline in the number of PGCC students transferring in 1988:

PGCC Transfers at the University of Maryland College Park
GPAs of Fall UMCP Entrants at the End of Spring 1989

Entering Term	Entered in Fall	Enrolled Spr 89	Cumulative GPA after Spring 1989 <1.00	1.0-1.9	2.0-2.9	3.0-4.0
Fall 1985	288	53	0	0	34	19
Fall 1986	287	115	1	8	75	31
Fall 1987	279	152	0	11	95	46
Fall 1988	199	159	8	29	76	46

The number of PGCC students transferring to College Park in Fall 1988 (199) was only 70 percent of that three years earlier (288 former PGCC students entered UMCP in Fall 1985). New, more restrictive transfer regulations implemented by UMCP may have contributed to this decrease. (For example, students who were ineligible to enter UMCP out of high school must earn a 3.0 in at least 28 credits attempted at PGCC in order to transfer. Students who earn the A.A. degree may transfer directly to UMCP as long as their last 15 credits were earned at the community college.) Over three-fourths of the fall 1988 transfers still enrolled in spring 1989 had cumulative grade point averages at College Park of 2.0 and above. Eight students, or five percent, had GPAs below 1.0 after one year at UMCP. Further analysis of the first transfer cohort tracked, those entering UMCP in Fall 1985, found 18 percent (53 of 288) still enrolled at UMCP. Fourteen other students, or less than five percent of all PGCC transfers in Fall 1985, had graduated from UMCP by the end of Spring 1989.

Fewer PGCC students chose the University of Maryland Baltimore County campus. Thirty-five PGCC students transferred to UMBC in Fall 1988; they had a mean GPA at the end of Spring 1989 of 2.5, compared to 2.7 for all Maryland community college transfers to UMBC in Fall 1988.

Enrollment and grade point average data were also available for five other institutions in the University system. The number of PGCC transfers to each in Fall 1988 ranged from 52 at Bowie State to one at Coppin State:

Grade Point Averages of PGCC Transfers at Selected State Schools
PGCC Transfers Entering in Fall 1988

		Cumulative GPA after Spring 1989			
	Students	<1.00	1.0-1.9	2.0-2.9	3.0-4.0
Bowie State	52	3	7	19	23
Towson State	47	2	5	31	9
Salisbury State	17	0	1	12	4
Frostburg State	5	0	2	2	1
Coppin State	1	0	1	0	0

PGCC transfers as a group were doing particularly well at Bowie State, with over 44 percent having GPAs of 3.0 and above after one year.

The 1988 law that reorganized higher education in Maryland, creating the new Maryland Higher Education Commission and the new University of Maryland System, has had the unintended effect of disrupting the flow of transfer student information back to the state's community colleges. Though both new organizations are committed to developing improved transfer student data exchange systems, while these are under development several established reporting processes have come to a halt. In particular, campuses that used to provide data at the individual student record level (though with no student identifiers) no longer do so. Also, campus-provided comparative data across community colleges are now more limited. The next three sections present examples of the more detailed and comparative data that were provided by selected campuses.

PGCC TRANSFERS AT THE UNIVERSITY OF MARYLAND COLLEGE PARK

Over a thousand former PGCC students were enrolled at College Park each fall semester during the 1980-87 period. The average credit hours transferred to UMCP by PGCC transfers was stable at 43. During the mid-1980s, 83-84 percent of the PGCC transfers were in good academic standing at UMCP. The average cumulative grade point average was 2.5:

PGCC Transfers at the University of Maryland College Park

Fall	Total Students	Percent in Good Standing	Mean Cumulative GPA	Mean Hours Transferred
1987	1,181	84%	2.48	43
1986	1,254	83%	2.48	43
1985	1,263	83%	2.48	44
1984	1,201	84%	2.51	43
1983	1,114	78%	2.45	43
1982	1,004	80%	2.48	45
1981	1,085	79%	2.45	43
1980	1,082	80%	2.59	44

The percentage of PGCC transfers in good standing was below that for all UMCP undergraduates every year for which we have data. Only once in the 1983-87 period did the percentage of PGCC transfers in good standing equal the average of all Maryland community college transfers at UMCP. While the differences were not large, they were consistent:

Percent of Community College Transfers in Good Standing at the University of Maryland College Park, Fall 1983-87
Peer College Comparison

	1983	1984	1985	1986	1987
Prince George's	78% (1114)	84% (1201)	83% (1263)	83% (1254)	84% (1181)
Anne Arundel	80% (352)	86% (386)	83% (405)	84% (382)	86% (348)
Catonsville	79% (174)	85% (158)	89% (151)	83% (148)	83% (132)
Essex	70% (88)	81% (100)	85% (103)	87% (117)	91% (102)
Montgomery	80% (1896)	85% (1980)	86% (2165)	87% (2206)	87% (2170)
All Maryland CC's	79% (4203)	84% (4446)	85% (4703)	85% (4752)	86% (4584)
All UMCP undergrads	83%	86%	87%	88%	88%

An examination of mean cumulative grade point averages revealed a similar pattern, with PGCC transfers registering an average GPA consistently below that of all Maryland community college transfers to UMCP:

Mean Grade Point Averages of Community College Transfers at the University of Maryland College Park, Fall 1983-87 Peer College Comparison

	1983	1984	1985	1986	1987
Prince George's	2.45	2.51	2.48	2.48	2.48
Anne Arundel	2.55	2.62	2.50	2.49	2.55
Catonsville	2.59	2.47	2.55	2.46	2.49
Essex	2.25	2.60	2.57	2.59	2.63
Montgomery (Rockville)	2.55	2.61	2.58	2.59	2.58
All Maryland CC's	2.50	2.56	2.54	2.54	2.54

The average number of credits transferred to College Park by community college transfers enrolled at UMCP was stable over the study period. The data suggested that PGCC students may have transferred slightly earlier than other Maryland community college students, probably explained by the proximity of PGCC to College Park:

Mean Credit Hours Transferred by Community College Transfers at the University of Maryland College Park, Fall 1983-87 Peer College Comparison

	1983	1984	1985	1986	1987
Prince George's	43	43	44	43	43
Anne Arundel	46	46	49	48	47
Catonsville	45	38	40	41	44
Essex	50	51	56	52	55
Montgomery (Rockville)	45	47	47	47	46
All Maryland CC's	44	45	46	45	45

Fall 1987 Analysis of PGCC Transfers at UMCP

Data at the individual student record level were available for PGCC transfer students enrolled at the University of Maryland College Park in fall 1987. This permitted a more detailed examination of the UMCP enrollment experiences of the former PGCC students. However, since student names and identification

numbers were not provided, the data could not be related to information on PGCC's student information system.

A total of 1,181 former PGCC students were enrolled as undergraduates at UMCP in fall 1987. Eighty-four percent were in good academic standing. This was less than the 86 percent of all Maryland community college transfers at UMCP, and less than the 88 percent of all UMCP undergraduates enrolled in fall 1987. Nine percent of the PGCC transfers had received unsatisfactory performance warnings, and the remaining 7 percent (80 students) were dismissed at semester's end. The mean cumulative grade point average for PGCC transfers was 2.48, below the 2.54 for all Maryland community college transfers at UMCP in fall 1987.

Nearly a fourth of the former PGCC students had entered UMCP in fall 1987. Seventy percent had entered within the prior two years:

Semester of Entry to UMCP of PGCC Transfers
Enrolled at UMCP in Fall 1987

Semester of UMCP Entry	Students	Percent
Fall 1987	271	22.9%
Summer 87	11	0.9
Spring 87	90	7.6
Fall 1986	186	15.8
Summer 86	12	1.0
Spring 86	85	7.2
Fall 1985	166	14.1
Summer 85	8	0.7
Spring 85	52	4.4
Fall 1984	105	8.9
Summer 84	6	0.5
Spring 84	19	1.6
Fall 1983	60	5.1
Summer 83	3	0.3
Spring 83	11	0.9
Fall 1982	30	2.5
Prior to Fall 82	66	5.6
Totals	1,181	100.0%

The former PGCC students had transferred an average of 43 credits to UMCP. Twenty-eight percent had transferred fewer than 30 credits. Forty-three percent had transferred between 30 and 59 credits. The remaining 29 percent had transferred 60 or more credits to UMCP:

Total Credit Hours Transferred to UMCP
PGCC Transfers Enrolled at UMCP in Fall 1987

Credit Hours Transferred	Students	Percent
0 - 14	167	14.1%
15 - 29	170	14.4
30 - 44	221	18.7
45 - 59	285	24.1
60 - 74	267	22.6
75 or more	71	6.0
Totals	1,181	100.0%

Seventy-two percent of the PGCC transfers at UMCP in fall 1987 were enrolled for 12 or more credit hours; the remaining 28 percent were attending UMCP part-time. Nearly a third of the students were taking 15 or more credits. How far along in their programs were the PGCC transfers? The distribution of cumulative credits earned at College Park is suggestive:

Number of Credits Earned at UMCP Since Admission
PGCC Transfers Enrolled at UMCP in Fall 1987

Credits Earned at UMCP	Students	Percent
0 - 14	307	26.0%
15 - 29	169	14.3
30 - 44	209	17.7
45 - 59	163	13.8
60 - 74	154	13.0
75 - 89	79	6.7
90 - 104	65	5.5
105 - 119	25	2.1
120 or more	10	0.9
Totals	1,181	100.0%

The PGCC transfer students were studying a wide variety of subjects at College Park. Social sciences and business programs were most popular:

Curriculum Choices of Former PGCC Students at UMCP
Students Enrolled at UMCP in Fall 1987

Curricular Area	Number	Percent
Social Sciences	237	20.1%
Business and Management	228	19.3
Engineering	117	9.9
Education	104	8.8
English/Journalism	102	8.6
Humanities	85	7.2
Natural Sciences/Mathematics	63	5.3
Criminal Justice	48	4.1
Computer Sciences	41	3.5
General Studies	38	3.2
Health	33	2.8
Agriculture/Horticulture	19	1.6
Other curricula	22	1.9
Undecided	44	3.7
Totals	1,181	100.0%

The specific curricula with the most former PGCC students enrolled in fall 1987 were Pre-Business (70 students), Economics (58), Government and Politics (58), Accounting (52), Psychology (48), English (37), and General Studies (37).

PGCC TRANSFERS AT THE UNIVERSITY OF MARYLAND BALTIMORE COUNTY

Though relatively few PGCC students go on to the University of Maryland Baltimore County, comparative academic data on the performance of community college transfers were available for earlier years and are summarized here. Fewer than 100 former PGCC students were enrolled in any given fall semester over the 1980-87 period:

PGCC Transfers at the University of Maryland Baltimore County

Fall	Total Students	Percent in Good Standing	Mean Cumulative GPA
1987	87	86%	2.57
1986	95	86%	2.65
1985	80	94%	NA
1984	64	94%	NA
1983	55	82%	NA
1982	36	75%	NA
1981	33	79%	NA
1980	19	74%	NA

The percentage of PGCC transfers in good academic standing at UMBC ranged from 82 to 94 percent over the 1983-87 period. PGCC's percentage exceeded the average for all Maryland community college transfers two times, was below it two times, and equalled it once:

Percent of Community College Transfers in Good Standing
at the University of Maryland Baltimore County, Fall 1983-87
Peer College Comparison

	1983	1984	1985	1986	1987
Prince George's	82%	94%	94%	86%	86%
	(55)	(64)	(80)	(95)	(87)
Anne Arundel	88%	84%	95%	89%	89%
	(247)	(250)	(270)	(279)	(273)
Catonsville	82%	82%	91%	89%	89%
	(252)	(295)	(340)	(395)	(423)
Essex	82%	85%	92%	87%	89%
	(98)	(105)	(117)	(156)	(152)
Montgomery	80%	86%	94%	89%	96%
	(135)	(132)	(142)	(174)	(163)
All Maryland CC's	82%	83%	93%	89%	90%

PGCC TRANSFERS AT BOWIE STATE UNIVERSITY

Information on the status of PGCC students who entered Bowie State University during fall 1988 was available at the individual student record level, allowing a more detailed look at this small subgroup of PGCC transfer students.

Fifty-two former PGCC students entered Bowie State University in fall 1988. Forty-two were still enrolled at Bowie at the end of the 1988-89 academic year. The students transferred an average of 49 credits from PGCC. Two-thirds of the students were enrolled full-time at Bowie in the spring semester. The average hours attempted in Spring 1989 was 11.5, with the average earned that semester 9.9. Business Administration was the most popular curriculum choice, chosen by almost half of the PGCC transfers to Bowie. Analysis of cumulative grade point averages earned at PGCC and Bowie revealed that generally those who did well at the community college did well at the transfer school.

Student Program Majors at Bowie

Business Administration was the most popular major, selected by nearly half of the former PGCC students. Seven of the business students (28 percent) had cumulative grade point averages below 2.0. Elementary Education was next most popular, enrolling 7 the of PGCC transfers. Six of the seven had G.P.A.s at Bowie of 3.0 or above. The complete breakdown by program was as follows:

Program Majors and Grade Point Average Distribution
PGCC Transfers to Bowie State, 1988-89

		Cumulative GPA at Bowie		
	Total	<2.0	2.0-2.9	3.0+
Business Administration	25	7	9	9
Elementary Education	7	0	1	6
Psychology	5	0	2	3
Communications	3	0	2	1
Early Childhood Education	3	0	2	1
Computer Science	2	1	1	0
Sociology	2	0	0	2
International Studies	1	0	0	1
Mathematics	1	1	0	0
Nursing	1	1	0	0
Physical Education	1	0	1	0
Technology	1	0	1	0
Totals	52	10	19	23

Grade Point Average Analysis

Four-fifths of the PGCC transfers who entered Bowie in fall 1988 had earned cumulative grade point averages at Bowie of 2.0 or above. Four of the ten with G.P.A.s below 2.0 had withdrawn from school by the end of spring 1989. In general, students who had done well at PGCC did well at Bowie:

Grade Point Averages at PGCC and Bowie
PGCC Transfers Who Started at Bowie in Fall 1988

	Cumulative Grade Point Average at Bowie					
PGCC G.P.A.	<2.0	2.0-2.4	2.5-2.9	3.0-3.4	3.5+	Total
2.0-2.49	7	4	4	0	4	19
2.5-2.99	1	1	6	3	2	13
3.0-3.49	1	1	2	7	3	14
3.5-4.00	1	0	1	0	4	6
Totals	10	6	13	10	13	52

Analyses of PGCC transfer students at the University of Maryland College Park have found lower achievement among black students (see OIRA report RB88-1). This was the case for the PGCC transfers entering Bowie in fall 1988 as well. Cumulative grade point averages earned at Bowie as of the end of the spring 1989 semester were as follows:

Grade Point Average Distribution of PGCC Transfers to Bowie State University, 1988-89, by Race

	Cumulative Grade Point Average at Bowie					
	≤2.0	2.0-2.4	2.5-2.9	3.0-3.4	3.5+	Total
Black	6	5	9	5	3	28
White	2	1	4	5	10	22

(Data suppressed for 2 students of other races)

Two-thirds of the white students had G.P.A.s at Bowie of 3.0 or above, compared to less than 29 percent of the black students. One of every five black PGCC transfers at Bowie had a grade point average below 2.0, compared to less than one of every ten whites.

FINDINGS FROM GRADUATE FOLLOW-UP SURVEYS

Most students who transfer do so without completing their community college program. However, the experiences of those who graduate before transferring are especially valuable since they have completed the entire PGCC curriculum. A survey of FY88 graduates found 69 percent of the transfer program completers were continuing their education when surveyed the following spring. Two-thirds were enrolled full-time. Continuing education findings for each program were as follows:

Percent of FY88 Transfer Program Graduates Continuing Education

	FY88 Grads	Survey Respondents	Continuing Education			
			Full-Time	Part-Time	Total	Percent
Engineering	11	2	1	1	2	100%
Teacher Educ.	49	22	10	6	16	73%
General Studies	108	49	25	10	35	71%
Arts & Sciences	13	6	4	0	4	67%
Business Admin.	57	29	12	7	19	66%
Info. Systems/ Comp. Sciences	6	4	0	1	1	25%

Four-fifths of all the FY88 graduates who were continuing their education rated their PGCC preparation for transfer very good or good, similar to statewide findings:

FY88 Graduates' Ratings of Transfer Preparation
(Percent of Respondents)

	PGCC	Peers	Small	State
Very Good	41.9%	36.0%	38.4%	37.5%
Good	38.3	44.9	43.9	43.8
Fair	16.2	15.0	15.2	15.2
Poor	3.0	3.0	2.1	2.7
Very Poor	0.6	1.1	0.3	0.7
Total responding (100%)	167	822	617	1,606

Transfer Goal Achievement

Four-fifths of PGCC's FY88 graduates whose primary reason for attending the community college was to prepare for transfer to a four-year college had transferred within a year of their PGCC graduation. PGCC's transfer goal achievement rate for graduates has been slightly below the statewide average in the last three surveys:

Transfer Goal Achievement, 1980-88 Graduates
Peer College Comparison

	1980	1982	1984	1986	1988
Prince George's	79%	78%	72%	75%	80%
Anne Arundel	81%	76%	79%	73%	86%
Catonsville	78%	82%	73%	76%	84%
Essex	75%	82%	84%	79%	91%
Montgomery	81%	81%	77%	77%	74%
All Maryland CC's	78%	78%	75%	76%	84%

Though recently below than the statewide average for all community college graduates, this finding--that three of every four students who aspire to transfer and who complete their PGCC program succeed in transferring--constitutes a relatively positive "transfer rate."

REVERSE TRANSFER

While traditionally "transfer" is assumed to mean from a community college to a senior institution, this one-way linear conception ignores a substantial amount of "reverse" transfer. On average, approximately 400 students enrolled at a public Maryland four-year college or university in a given fall will be enrolled at PGCC the following fall:

"Reverse" Transfers from Maryland Four-year Schools to PGCC

	84-85	85-86	86-87	88-89
UMCP	206	209	174	149
UMUC	66	93	65	89
Bowie	34	22	62	38
UMBC	19	16	17	28
Towson	15	15	15	20
Salisbury	13	11	13	15
Morgan	5	10	11	15
Frostburg	12	13	11	14
UMES	7	12	11	13
St. Mary's	2	7	1	10
UMAB	3	2	1	1
U of Balt.	1	1	1	0
Coppin	0	2	0	0
Total	383	413	382	392

(SOURCE: MHEC fall-to-fall transfer matrices)

The fall-to-fall enrollment matrices capture some of the movement between and among institutions that has been characterized as "swirling" behavior: students may switch back and forth, or even attend two institutions concurrently, as they select the courses meeting their academic and scheduling needs each term. MHEC analyses have found that one-fourth of all Maryland bachelor's degrees recipients have community college transfer credits.

CONCLUDING OBSERVATIONS

Like most human behavior, the transfer phenomenon is more complex than the models we usually use to describe it. The traditional assumption of a linear process starting at the community college and proceeding to the senior institution for completion of the bachelor's degree is simply not reflective of the diverse patterns of student attendance. Fall-to-fall

enrollment matches suggest that for every five students moving from the community college to a four-year school, two students transfer from four-year schools to the community college. Students move back and forth among institutions, sometimes attending two or more concurrently. Future research might track the enrollments of individuals in an entering community college cohort semester by semester (including spring and summer terms) as they move among two- and four-year colleges and universities, to gain a better understanding of these stop-in/stop-out "swirling" patterns of attendance.

Community college transfer rates are becoming a national issue. Reaching consensus on an appropriate formula for calculating such rates has proven difficult. How long should students have attended the community college before they are included in such calculations? Should only students enrolled in transfer-oriented curricula, or with expressed transfer intentions, be counted in the denominator? Does a decision on a single definition need to be made, or is it reasonable to report multiple rates based on different definitions?

Finally, the community college needs more information from four-year colleges and universities to better assess the success of its transfer function. Data are needed at the individual student record level, so the information can be linked to variables on the PGCC's student information system. Procedures can be developed to safeguard student record confidentiality, while facilitating more thorough analysis. Discussions to develop comprehensive and routinely-reported transfer student data exchange systems are currently underway in several settings.

Craig A. Clagett
Director
Institutional Research and Analysis

Robin B. Huntington
Research Analyst
University of Maryland System

ERIC Clearinghouse for
Junior Colleges JUL 05 1990